

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

| DISTRICT INFORMATION | SCHOOL INFORMATION |
|---|---|
| District: UNION CITY | School: Colin Powell |
| Chief School Administrator: SILVIA ABBATO | Address: 1500 New York Avenue |
| Chief School Administrator's E-mail: sabbato@union-city.k12.nj.us | Grade Levels: Kindergarten to Fifth Grade |
| Title I Contact: Lucy Soovajian | Principal: Teresita Diaz |
| Title I Contact E-mail: Isoovajian@union-city.k12.nj.us | Principal's E-mail: tediaz@union-city.k12.nj.us |
| Title I Contact Phone Number: 201-271-2289 ext. 1003 | Principal's Phone Number: 201-351-5165 |

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Teresita Diaz
Principal's Name (Print)

Principal's Signature

May 29, 2015
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____13_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 10,366,777, which comprised 98 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 9,617,615, which will comprise 98 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

| Item | Related to Priority Problem # | Related to Reform Strategy | Budget Line Item (s) | Approximate Cost |
|-----------------------|-------------------------------|----------------------------|----------------------|------------------|
| Common Core Workbooks | 1,2 & 3 | ELA & MATH | 610 | \$3,000 |
| Extended Day | 1,2 & 3 | ELA & Math | 610 | \$15, 872 |
| MIADs | 1,2 & 3 | ELA & MATH | 610 | \$8,000 |
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

| Name | Stakeholder Group | Participated in Comprehensive Needs Assessment | Participated in Plan Development | Participated in Program Evaluation | Signature |
|--------------------|----------------------------------|--|----------------------------------|------------------------------------|-------------------|
| TERESITA DIAZ | PRINCIPAL | X | X | X | Signature on File |
| MICHAEL PERAGINE | VICE-PRINCIPAL | X | X | X | Signature on File |
| CHRISTOPHER ALBIEZ | DEAN OF STUDENTS | X | X | X | Signature on File |
| MARTA ORBE | LITERACY COACH | X | X | X | Signature on File |
| EILEEN TURNER | BL-AT RISK LEADER | X | X | X | Signature on File |
| LYDIA RIVERA | PARENT | X | X | X | Signature on File |
| MARY KATE HAGEDORN | SCHOOL STAFF- MEDIA SPECIALIST | X | X | X | Signature on File |
| ANGEL ENGLAND | SCHOOL STAFF- SOCIAL WORKER- CST | X | X | X | Signature on File |
| AMY PRESTIFILIPPO | SCHOOL STAFF- SPECIAL EDUCATION | X | X | X | Signature on File |
| TERRI FAVUZZI | SCHOOL STAFF – | X | X | X | Signature on File |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

| | | | | | |
|-----------------|---|---|---|---|-------------------|
| | SUPPORT | | | | |
| ELLEN CIFARELLI | SCHOOL STAFF – 4 TH GRADE | X | X | X | Signature on File |
| DARYL LOPEZ | SCHOOL STAFF- TECHNOLOGY | X | X | X | Signature on File |
| XIMENA SALVADOR | SCHOOL STAFF- PARENT LIASION | X | X | X | Signature on File |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

| Date | Location | Topic | Agenda on File | | Minutes on File | |
|-----------------------------|--------------|--------------------------------|----------------|----|-----------------|----|
| | | | Yes | No | Yes | No |
| October 29, Nov 4, Nov. 13 | Colin Powell | Comprehensive Needs Assessment | X | | X | |
| Nov. 26, Dec 11, Feb. 11 | Colin Powell | Schoolwide Plan Development | X | | X | |
| Feb. 25, March 11, April 13 | Colin Powell | Program Evaluation | X | | X | |
| | | | | | | |

**Add rows as necessary.*

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The mission of Colin Powell is to develop young individuals with active and creative minds to instill a sense of understanding and compassion for others and the courage to act on their beliefs demonstrating leadership. We recognize that each child is an individual; that all children are creative; that all children need to succeed. Therefore, Colin Powell Elementary School respects the individual needs of children, fosters a caring and creative environment and emphasizes the social, emotional, physical and intellectual development of each child. Through a variety of learning resources available in a 21st century classroom, students will be engaged in practice experiences that promote rigor and relevance.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
 - All components of the program were implemented as planned.
2. What were the strengths of the implementation process?
 - The school improvement panel worked collaboratively with administrators, teachers, and various support service staff to create and modify a school wide program based on our strengths and needs.
3. What implementation challenges and barriers did the school encounter?
 - Some barriers encountered in the school are student lateness and absences despite the incentives provided to student for perfect attendance and being on time. Also, new entrants come from other districts without the sufficient academic background to remain at grade level.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
 - An apparent strength in our school is that all faculty members are aware of our vision and goals and strive to implement it to its fullest potential. The teachers are highly engaged and parents are welcomed and involved.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- A weakness in the implementation program is the varied background in terms of academic abilities of the students that are transferred into the school and being able to close the achievement gap among these students and our current students.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
- Each member was required to attend school improvement panel meeting on a monthly basis where input was given on the needs of the school and the implementation of the program.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
- The staff is informed of programs and implementation during grade level meetings, faculty meetings, and daily messages. They are supportive of our goals and strategies.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
- Community members were involved in the developing process and the implementation process. Parents and communities members continue to be involved and we have worked to increase parental and community involvement. As a method to measure the community's perceptions some tools used were parental surveys, question and answer session at the end of parent breakfast and many one on one interaction between the school administrators and PTO president to discuss topics and concerns by the community members.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- We implemented target tutoring to work with students on a one to one basis. Our extended day program was structured to work with small groups of students focusing on specific needs.

9. How did the school structure the interventions?

- Intervention was structured on a small group basis according to data collected from District Assessment results as well as data from DORA testing. Students participating in the SES program also received a baseline assessment at the beginning of the program as well as another assessment halfway through the program.

10. How frequently did students receive instructional interventions?

- Interventions occurred on a daily basis with various teachers depending on the greatest need. Students were frequently assessed and regrouped based on need.

11. What technologies did the school use to support the program?

- To ensure continuous improvement of students in the school wide program, we have implemented various forms of technology throughout the school. As a result of each teacher receiving a personal laptop, additional media carts were distributed throughout various grade levels. In addition to that, Smartboards were placed in all instructional classrooms. New iPads were also deployed in targeted 3rd, 4th & 5th, self-contained classrooms and an additional laptop cart was placed in the media center.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

12. Did the technology contribute to the success of the program and, if so, how?

- Results have not been received from PARCC, once received we will have final analysis on the success of the program.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

| English Language Arts | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention). | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------|--|---|--|---------|-------|------|------|----------------------|------|------|-----|------------------|------|------|------|---------|------|------|-----|----------|------|------|------|------------|------|------|------|---------------|------|------|------|
| Grade 4 | 43 | * PARCC Test scores will be analyzed once they are received by the district. | Extended Day;21 st Century;Small Group Instruction; In Class/Pull Out Target Tutoring; Academic Coaching; Peer Tutoring; Lunch Tutoring; RTI | DORA Test Results indicate that students are several grade levels below/Additional Support Needed/Insufficient Time | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | <table><tr><td>Grade 4</td><td>Sept.</td><td>Jan.</td><td>June</td></tr><tr><td>High Frequency Words</td><td>95.2</td><td>93.1</td><td>100</td></tr><tr><td>Word Recognition</td><td>90.9</td><td>91.2</td><td>90.9</td></tr><tr><td>Phonics</td><td>93.1</td><td>93.8</td><td>100</td></tr><tr><td>Spelling</td><td>20.4</td><td>22.6</td><td>36.4</td></tr><tr><td>Vocabulary</td><td>54.1</td><td>50.4</td><td>81.8</td></tr><tr><td>Comprehension</td><td>24.7</td><td>20.4</td><td>63.6</td></tr></table> | Grade 4 | Sept. | Jan. | June | High Frequency Words | 95.2 | 93.1 | 100 | Word Recognition | 90.9 | 91.2 | 90.9 | Phonics | 93.1 | 93.8 | 100 | Spelling | 20.4 | 22.6 | 36.4 | Vocabulary | 54.1 | 50.4 | 81.8 | Comprehension | 24.7 | 20.4 | 63.6 |
| | | | | Grade 4 | Sept. | Jan. | June | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | High Frequency Words | 95.2 | 93.1 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Word Recognition | 90.9 | 91.2 | 90.9 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Phonics | 93.1 | 93.8 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Spelling | 20.4 | 22.6 | 36.4 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Vocabulary | 54.1 | 50.4 | 81.8 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Comprehension | 24.7 | 20.4 | 63.6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| *DORA Results measure students’ ability to identify high frequency words, word recognition, phonics, spelling, vocabulary and comprehension. Results show all proficient students and displays students making | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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|----------------------|-------|--|---|--|---------|-------|------|------|----------------------|----|------|-----|------------------|----|------|-----|---------|----|------|-----|----------|------|------|-----|------------|------|------|-----|---------------|------|------|-----|
| | | | | progression in all areas assessed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 5 | 55 | * PARCC Test scores will be analyzed once they are received by the district. | Extended Day;21 st Century;Small Group Instruction; In Class/Pull Out Target Tutoring; Academic Coaching; Peer Tutoring; Lunch Tutoring; RTI | <p>DORA Test Results indicate that students are several grade levels below/Additional Support Needed/Insufficient Time</p> <table><tr><td>Grade 5</td><td>Sept.</td><td>Jan.</td><td>June</td></tr><tr><td>High Frequency Words</td><td>96</td><td>92.3</td><td>100</td></tr><tr><td>Word Recognition</td><td>96</td><td>91.6</td><td>100</td></tr><tr><td>Phonics</td><td>96</td><td>94.4</td><td>100</td></tr><tr><td>Spelling</td><td>69.7</td><td>59.4</td><td>100</td></tr><tr><td>Vocabulary</td><td>41.4</td><td>40.6</td><td>100</td></tr><tr><td>Comprehension</td><td>40.4</td><td>56.6</td><td>100</td></tr></table> <p>*DORA Results measure students’ ability to identify high frequency words, word recognition, phonics, spelling, vocabulary and comprehension. Results show all proficient students and displays students making progression in all areas assessed.</p> | Grade 5 | Sept. | Jan. | June | High Frequency Words | 96 | 92.3 | 100 | Word Recognition | 96 | 91.6 | 100 | Phonics | 96 | 94.4 | 100 | Spelling | 69.7 | 59.4 | 100 | Vocabulary | 41.4 | 40.6 | 100 | Comprehension | 40.4 | 56.6 | 100 |
| Grade 5 | Sept. | Jan. | June | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High Frequency Words | 96 | 92.3 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Word Recognition | 96 | 91.6 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phonics | 96 | 94.4 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 69.7 | 59.4 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary | 41.4 | 40.6 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | 40.4 | 56.6 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention). |
|-------------|-----------|--|---|---|
| Grade 4 | 16 | * PARCC Test scores will be analyzed once they are | Extended Day;21 st Century;Small Group Instruction; In Class/Pull Out Target Tutoring; Academic Coaching; Peer Tutoring; Lunch Tutoring; RTI | Results indicate that students are several grade levels below/Additional Support Needed/Insufficient Time – results indicated by teacher made test, classroom portfolios and district benchmarks all recorded by teacher and on students cumulative folder. |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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|---------|----|--|---|---|
| | | received by the district. | | |
| Grade 5 | 20 | * PARCC Test scores will be analyzed once they are received by the district. | Extended Day; 21 st Century; Small Group Instruction; In Class/Pull Out Target Tutoring; Academic Coaching; Peer Tutoring; Lunch Tutoring; RTI | Results indicate that students are several grade levels below/Additional Support Needed/Insufficient Time - results indicated by teacher made test, classroom portfolios and district benchmarks all recorded by teacher and on students cumulative folder. |

Evaluation of 2014-2015 Student Performance Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

| English Language Arts | 2013 - 2014 | 2014 -2015 | Interventions Provided | Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention). |
|-----------------------|-------------|-------------------------|--|---|
| Kindergarten | | Dibels, RAN, and Dolch- | Kindergarten guidelines, In class support, Master Teachers, Pearson Successnet, APPEC, | Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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|---------|--|---|---|--|
| | | Sight Words Testing administrated to determine students who are in need of intervention. Scores are currently being analyzed. | Learning Frameworks | student proficiency. |
| Grade 1 | | *Dibels, RAN, and Dolch-Sight Words Testing administrated to determine students who are in need of intervention. Scores are currently being analyzed. | Small Group Instruction; In Class/Pull Out Target Tutoring; Academic Coaching; Peer Tutoring; Lunch Tutoring; RTI; In Class support, Pearson Successnet, APPEC, Learning Frameworks | DORA Test Results indicate that students are several grade levels below/Additional Support Needed/Insufficient Time. |
| Grade 2 | | Dibels, RAN, Phonological Awareness Quick Screening and Dolch-Sight Words Testing administrated to determine students who | Small Group Instruction; In Class/Pull Out Target Tutoring; Academic Coaching; Peer Tutoring; Lunch Tutoring; RTI; In Class support, Pearson Successnet, APPEC, Learning Frameworks | DORA Test Results indicate that students are several grade levels below/Additional Support Needed/Insufficient Time. |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| | | | | |
|--|--|---|--|--|
| | | are in need of intervention. Scores are currently being analyzed. | | |
|--|--|---|--|--|

| Mathematics | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions provided <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention). | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------|-------------|---|--|---------|-------|------|------|----------------------|------|------|-----|------------------|----|------|-----|---------|------|------|-----|----------|------|------|-----|------------|------|------|-----|---------------|------|------|-----|
| Kindergarten | | | Kindergarten guidelines, In class support, Master Teachers, Pearson Successnet, APPEC, Learning Frameworks | Improvement was shown throughout grade level. However, the high student-teacher ratio, hindered student proficiency. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade 1 | | | Small Group Instruction; In Class/Pull Out Target Tutoring; Academic Coaching; Peer Tutoring; Lunch Tutoring; RTI; In Class support, Pearson Successnet, APPEC, Learning Frameworks | DORA Test Results indicate that students are several grade levels below/Additional Support Needed/Insufficient Time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | <table><tr><td>Grade 1</td><td>Sept.</td><td>Jan.</td><td>June</td></tr><tr><td>High Frequency Words</td><td>71.6</td><td>64.7</td><td>100</td></tr><tr><td>Word Recognition</td><td>49</td><td>64.7</td><td>100</td></tr><tr><td>Phonics</td><td>55.3</td><td>73.2</td><td>100</td></tr><tr><td>Spelling</td><td>55.2</td><td>77.1</td><td>100</td></tr><tr><td>Vocabulary</td><td>95.0</td><td>98.2</td><td>100</td></tr><tr><td>Comprehension</td><td>40.7</td><td>60.8</td><td>100</td></tr></table> | Grade 1 | Sept. | Jan. | June | High Frequency Words | 71.6 | 64.7 | 100 | Word Recognition | 49 | 64.7 | 100 | Phonics | 55.3 | 73.2 | 100 | Spelling | 55.2 | 77.1 | 100 | Vocabulary | 95.0 | 98.2 | 100 | Comprehension | 40.7 | 60.8 | 100 |
| | | | | Grade 1 | Sept. | Jan. | June | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | High Frequency Words | 71.6 | 64.7 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Word Recognition | 49 | 64.7 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Phonics | 55.3 | 73.2 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Spelling | 55.2 | 77.1 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Vocabulary | 95.0 | 98.2 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Comprehension | 40.7 | 60.8 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| *DORA Results measure students’ ability to identify high frequency words, word recognition, phonics, spelling, vocabulary and comprehension. Results show all proficient students and displays students making progression in all areas assessed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

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|---|--|--|---|---|---------|-------|------|------|----------------------|------|------|----|------------------|------|------|----|---------|------|------|-----|----------|----|----|----|------------|------|------|----|---------------|------|------|----|
| Grade 2 | | | Small Group Instruction; In Class/Pull Out Target Tutoring; Academic Coaching; Peer Tutoring; Lunch Tutoring; RTI; In Class support, Pearson Successnet, APPEC, Learning Frameworks | DORA Test Results indicate that students are several grade levels below/Additional Support Needed/Insufficient Time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | <table><tr><td>Grade 2</td><td>Sept.</td><td>Jan.</td><td>June</td></tr><tr><td>High Frequency Words</td><td>63.9</td><td>61.2</td><td>75</td></tr><tr><td>Word Recognition</td><td>19.9</td><td>16.9</td><td>25</td></tr><tr><td>Phonics</td><td>31.2</td><td>32.1</td><td>100</td></tr><tr><td>Spelling</td><td>62</td><td>70</td><td>75</td></tr><tr><td>Vocabulary</td><td>39.9</td><td>35.9</td><td>75</td></tr><tr><td>Comprehension</td><td>38.9</td><td>42.9</td><td>75</td></tr></table> | Grade 2 | Sept. | Jan. | June | High Frequency Words | 63.9 | 61.2 | 75 | Word Recognition | 19.9 | 16.9 | 25 | Phonics | 31.2 | 32.1 | 100 | Spelling | 62 | 70 | 75 | Vocabulary | 39.9 | 35.9 | 75 | Comprehension | 38.9 | 42.9 | 75 |
| | | | | Grade 2 | Sept. | Jan. | June | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | High Frequency Words | 63.9 | 61.2 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Word Recognition | 19.9 | 16.9 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Phonics | 31.2 | 32.1 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Spelling | 62 | 70 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Vocabulary | 39.9 | 35.9 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Comprehension | 38.9 | 42.9 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | |
| *DORA Results measure students’ ability to identify high frequency words, word recognition, phonics, spelling, vocabulary and comprehension. Results show all proficient students and displays students making progression in all areas assessed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | |
|----------------------------|----------------------------|--|--------------------------|--|--|--|------------------------|--------------|------------------|-----|--------|----------|--|--------|----------------------------|--|--------|-------------------|--|-----|----------------------------|--|--------|
| ELA | Students with Disabilities | Balanced Literacy/DORA/PD 360 Observation/Study Island/Differentiated Instruction/Writer’s Workshop/NJPAC Consultants/Schedule Blocks of Time/Lunch Tutoring/Extended Day Tutoring/EFT’s/ Smartboards/Leveled Readers/ Literacy Workshops/ Technology Initiatives- SmartBoards, iPads/ 21 st Century, MIADs | YES | NJ ASK Results DORA Results NJPASS WIDA District Benchmark Assessments | <div>English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores</div> <table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>52%</td><td>51.8 %</td></tr><tr><td>Hispanic</td><td></td><td>51.5 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>51.7 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>42.6 %</td></tr></table> <div>**Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. **Awaiting PARCC 2014-2015 Test Results.</div> | | Schoolwide Performance | Passing Rate | Total Population | 52% | 51.8 % | Hispanic | | 51.5 % | Economically Disadvantaged | | 51.7 % | Special Education | | N/A | Limited English Proficient | | 42.6 % |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 52% | 51.8 % | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 51.5 % | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 51.7 % | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 42.6 % | | | | | | | | | | | | | | | | | | | | | |
| Math | Students with Disabilities | Balanced Literacy/DORA/PD 360 Observation/Study Island/Differentiated Instruction/Writer’s Workshop/NJPAC Consultants/Schedule Blocks of Time/Lunch Tutoring/Extended Day Tutoring/EFT’s/ | YES | NJ ASK Results DORA Results NJPASS WIDA District Benchmark Assessments | <div>Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores</div> <table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>82%</td><td>81.5 %</td></tr><tr><td>Hispanic</td><td></td><td>81.2 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>80.9 %</td></tr></table> | | Schoolwide Performance | Passing Rate | Total Population | 82% | 81.5 % | Hispanic | | 81.2 % | Economically Disadvantaged | | 80.9 % | | | | | | |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 82% | 81.5 % | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 81.2 % | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 80.9 % | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------|---|--------------------------|--|---|--|--|--|---|--|-----|----------------------------|------------------------|--------------|------------------|-----|--------|----------|--|--------|----------------------------|--|--------|-------------------|--|-----|----------------------------|--|--------|
| | | Smartboards/Leveled Readers/ Literacy Workshops/ Technology Initiatives- SmartBoards, iPads/ 21 st Century, MIADs | | | <table><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>75 %</td></tr></table> **Awaiting PARCC 2014-2015 Test Results. | | | | Special Education | | N/A | Limited English Proficient | | 75 % | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 75 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | Homeless | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | Migrant | N/A | N/A | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | ELLs | Balanced Literacy/DORA/PD 360 Observation/Study Island/Differentiated Instruction/Writer’s Workshop/NJPAC Consultants/Schedule Blocks of Time/Lunch Tutoring/Extended Day Tutoring/EFT’s/ Smartboards/Leveled Readers/ Literacy Workshops/ Technology Initiatives- SmartBoards, iPads/ 21 st Century, MIADs | YES | NJ ASK Results DORA Results NJPASS WIDA District Benchmark Assessments | <table><tr><td colspan="3">English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores</td></tr><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>52%</td><td>51.8 %</td></tr><tr><td>Hispanic</td><td></td><td>51.5 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>51.7 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>42.6 %</td></tr></table> **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. **Awaiting PARCC 2014-2015 Test Results. | | | | English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores | | | | Schoolwide Performance | Passing Rate | Total Population | 52% | 51.8 % | Hispanic | | 51.5 % | Economically Disadvantaged | | 51.7 % | Special Education | | N/A | Limited English Proficient | | 42.6 % |
| English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 52% | 51.8 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 51.5 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 51.7 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 42.6 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | |
|----------------------------|----------------------------|--|--------------------------|--|---|--|------------------------|--------------|------------------|-----|--------|----------|--|--------|----------------------------|--|--------|-------------------|--|-----|----------------------------|--|--------|
| Math | ELLs | Balanced Literacy/DORA/PD 360 Observation/Study Island/Differentiated Instruction/Writer’s Workshop/NJPAC Consultants/Schedule Blocks of Time/Lunch Tutoring/Extended Day Tutoring/EFT’s/ Smartboards/Leveled Readers/ Literacy Workshops/ Technology Initiatives- SmartBoards, iPads/ 21 st Century, MIADs | YES | NJ ASK Results DORA Results NJPASS WIDA District Benchmark Assessments | <div>Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores</div> <table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>82%</td><td>81.5 %</td></tr><tr><td>Hispanic</td><td></td><td>81.2 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>80.9 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>75 %</td></tr></table> <div>**Awaiting PARCC 2014-2015 Test Results.</div> | | Schoolwide Performance | Passing Rate | Total Population | 82% | 81.5 % | Hispanic | | 81.2 % | Economically Disadvantaged | | 80.9 % | Special Education | | N/A | Limited English Proficient | | 75 % |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 82% | 81.5 % | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 81.2 % | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 80.9 % | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 75 % | | | | | | | | | | | | | | | | | | | | | |
| ELA | Economically Disadvantaged | Balanced Literacy/DORA/PD 360 Observation/Study Island/Differentiated Instruction/Writer’s Workshop/NJPAC Consultants/Schedule Blocks of Time/Lunch Tutoring/Extended Day Tutoring/EFT’s/ Smartboards/Leveled Readers/ Literacy Workshops/ Technology Initiatives- | YES | NJ ASK Results DORA Results NJPASS WIDA District Benchmark Assessments | <div>English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores</div> <table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>52%</td><td>51.8 %</td></tr><tr><td>Hispanic</td><td></td><td>51.5 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>51.7 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>42.6 %</td></tr></table> | | Schoolwide Performance | Passing Rate | Total Population | 52% | 51.8 % | Hispanic | | 51.5 % | Economically Disadvantaged | | 51.7 % | Special Education | | N/A | Limited English Proficient | | 42.6 % |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 52% | 51.8 % | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 51.5 % | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 51.7 % | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 42.6 % | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | |
|----------------------------|----------------------------|--|--------------------------|--|---|--|------------------------|--------------|------------------|-----|--------|----------|--|--------|----------------------------|--|--------|-------------------|--|-----|----------------------------|--|------|
| | | SmartBoards, iPads/ 21 st Century, MIADs | | | **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. **Awaiting PARCC 2014-2015 Test Results. | | | | | | | | | | | | | | | | | | |
| Math | Economically Disadvantaged | Balanced Literacy/DORA/PD 360 Observation/Study Island/Differentiated Instruction/Writer’s Workshop/NJPAC Consultants/Schedule Blocks of Time/Lunch Tutoring/Extended Day Tutoring/EFT’s/ Smartboards/Leveled Readers/ Literacy Workshops/ Technology Initiatives- SmartBoards, iPads/ 21 st Century, MIADs | YES | NJ ASK Results DORA Results NJPASS WIDA District Benchmark Assessments | <div>Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores<table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>82%</td><td>81.5 %</td></tr><tr><td>Hispanic</td><td></td><td>81.2 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>80.9 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>75 %</td></tr></table>**Awaiting PARCC 2014-2015 Test Results.</div> | | Schoolwide Performance | Passing Rate | Total Population | 82% | 81.5 % | Hispanic | | 81.2 % | Economically Disadvantaged | | 80.9 % | Special Education | | N/A | Limited English Proficient | | 75 % |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 82% | 81.5 % | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 81.2 % | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 80.9 % | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 75 % | | | | | | | | | | | | | | | | | | | | | |
| ELA | General Education | Balanced Literacy/DORA/PD 360 Observation/Study Island/Differentiated Instruction/Writer’s Workshop/NJPAC Consultants/Schedule Blocks of Time/Lunch Tutoring/Extended Day Tutoring/EFT’s/ Smartboards/Leveled | YES | NJ ASK Results DORA Results NJPASS WIDA District Benchmark Assessments | <div>English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores<table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>52%</td><td>51.8 %</td></tr><tr><td>Hispanic</td><td></td><td>51.5 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>51.7 %</td></tr></table></div> | | Schoolwide Performance | Passing Rate | Total Population | 52% | 51.8 % | Hispanic | | 51.5 % | Economically Disadvantaged | | 51.7 % | | | | | | |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 52% | 51.8 % | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 51.5 % | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 51.7 % | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------------|---|--------------------------|--|---|--|--|--|--|--|-----|----------------------------|------------------------|--------------|------------------|-----|--------|----------|--|--------|----------------------------|--|--------|-------------------|--|-----|----------------------------|--|------|
| | | Readers/ Literacy Workshops/ Technology Initiatives- SmartBoards, iPads/ 21 st Century, MIADs | | | <table><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>42.6 %</td></tr></table> **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. **Awaiting PARCC 2014-2015 Test Results. | | | | Special Education | | N/A | Limited English Proficient | | 42.6 % | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 42.6 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | General Education | Balanced Literacy/DORA/PD 360 Observation/Study Island/Differentiated Instruction/Writer’s Workshop/NJPAC Consultants/Schedule Blocks of Time/Lunch Tutoring/Extended Day Tutoring/EFT’s/ Smartboards/Leveled Readers/ Literacy Workshops/ Technology Initiatives- SmartBoards, iPads/ 21 st Century, MIADs | YES | NJ ASK Results DORA Results NJPASS WIDA District Benchmark Assessments | <table><tr><td colspan="3">Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores</td></tr><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>82%</td><td>81.5 %</td></tr><tr><td>Hispanic</td><td></td><td>81.2 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>80.9 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>75 %</td></tr></table> **Awaiting PARCC 2014-2015 Test Results. | | | | Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores | | | | Schoolwide Performance | Passing Rate | Total Population | 82% | 81.5 % | Hispanic | | 81.2 % | Economically Disadvantaged | | 80.9 % | Special Education | | N/A | Limited English Proficient | | 75 % |
| Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 82% | 81.5 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 81.2 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 80.9 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 75 % | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|---|--------------------------|---|---|
| ELA | Students with Disabilities | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark Assessments | English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores |
| | | | | | |
| | | | | | Schoolwide Performance |
| | | | | | Passing Rate |
| | | | | | Total Population |
| | | | | | 52% |
| | | | | | 51.8 % |
| | | | | | Hispanic |
| Math | Students with Disabilities | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark Assessments | |
| | | | | | Economically Disadvantaged |
| | | | | | 51.7 % |
| | | | | | Special Education |
| | | | | | N/A |
| | | | | | Limited English Proficient |
| | | | | | 42.6 % |
| | | | | | **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. **Awaiting PARCC 2014-2015 Test Results. |
| Math | Students with Disabilities | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark Assessments | Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores |
| | | | | | |
| | | | | | Schoolwide Performance |
| | | | | | Passing Rate |
| | | | | | Total Population |
| | | | | | 82% |
| | | | | | 81.5 % |
| | | | | | Hispanic |
| | | | | | |
| | | | | | Economically Disadvantaged |
| | | | | | 80.9 % |
| | | | | | |
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| | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | |
|--------------|------------|---|--------------------------|--|---|-------------------------------|-----------------|--|
| | | | | | Special Education | | N/A | |
| | | | | | Limited English Proficient | | 75 % | |
| | | | | | **Awaiting PARCC 2014-2015 Test Results. | | | |
| | | | | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A | | | |
| Math | Homeless | N/A | N/A | N/A | N/A | | | |
| | | | | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A | | | |
| Math | Migrant | N/A | N/A | N/A | N/A | | | |
| | | | | | | | | |
| ELA | ELLs | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark Assessments | English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores | | | |
| | | | | | | Schoolwide Performanc e | Passing Rate | |
| | | | | | Total Population | 52% | 51.8 % | |
| | | | | | Hispanic | | 51.5 % | |
| | | | | | Economically Disadvantaged | | 51.7 % | |
| | | | | | Special Education | | N/A | |
| | | | | | Limited English Proficient | | 42.6 % | |
| | | | | **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | |
|--------------|-------------------------------|---|--------------------------|--|---|-------------------------------|-----------------|
| | | | | | level. **Awaiting PARCC 2014-2015 Test Results. | | |
| Math | ELLs | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark Assessments | Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores | | |
| | | | | | | Schoolwide Performanc e | Passing Rate |
| | | | | | Total Population | 82% | 81.5 % |
| | | | | | Hispanic | | 81.2 % |
| | | | | | Economically Disadvantaged | | 80.9 % |
| | | | | | Special Education | | N/A |
| | | | | | Limited English Proficient | | 75 % |
| | | | | | **Awaiting PARCC 2014-2015 Test Results. | | |
| | | | | | | | |
| ELA | Economically Disadvantaged | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark Assessments | English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores | | |
| | | | | | | Schoolwide Performanc e | Passing Rate |
| | | | | | Total Population | 52% | 51.8 % |
| | | | | | Hispanic | | 51.5 % |
| | Economically Disadvantaged | | 51.7 % | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | | |
|--------------|----------------------------|---|--------------------------|---|---|------------------------|--------------|--------|--|
| | | | | | Special Education | | | N/A | |
| | | | | | Limited English Proficient | | | 42.6 % | |
| | | | | | **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. | | | | |
| | | | | | **Awaiting PARCC 2014-2015 Test Results. | | | | |
| Math | Economically Disadvantaged | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark Assessments | Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores | | | | |
| | | | | | | Schoolwide Performance | Passing Rate | | |
| | | | | | Total Population | 82% | 81.5 % | | |
| | | | | | Hispanic | | 81.2 % | | |
| | | | | | Economically Disadvantaged | | 80.9 % | | |
| | | | | | Special Education | | N/A | | |
| | | | | | Limited English Proficient | | 75 % | | |
| | | | | | **Awaiting PARCC 2014-2015 Test Results. | | | | |
| ELA | General Education | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark | English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores | | | | |
| | | | | | | Schoolwide Performance | Passing Rate | | |
| | | | | | | | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | | |
|--------------|-------------------|---|--------------------------|---|---|------------------------|--------------|--|
| | | | | Assessments | Total Population | 52% | 51.8 % | |
| | | | | | Hispanic | | 51.5 % | |
| | | | | | Economically Disadvantaged | | 51.7 % | |
| | | | | | Special Education | | N/A | |
| | | | | | Limited English Proficient | | 42.6 % | |
| | | | | | **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. **Awaiting PARCC 2014-2015 Test Results. | | | |
| Math | General Education | Lunch Tutoring; Extended Day; 21 st Century; Peer Tutoring | YES | NJ ASK LAL Results DORA Results NJ PASS WIDA District Benchmark Assessments | Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores | | | |
| | | | | | | Schoolwide Performance | Passing Rate | |
| | | | | | Total Population | 82% | 81.5 % | |
| | | | | | Hispanic | | 81.2 % | |
| | | | | | Economically Disadvantaged | | 80.9 % | |
| | | | | | Special Education | | N/A | |
| | | | | | Limited English Proficient | | 75 % | |
| | | | | | **Awaiting PARCC 2014-2015 Test Results. | | | |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|---|--|
| ELA | Students with Disabilities | Differentiated Instruction NJ ASK New Test Specifications Workshops PD360/ Teacher Effectiveness Framework Model District Professional Development Writer's Workshop by NJDOE Technology Training by Apple Consultants and District Tech Coordinator WIDA – ACCESS Training/ TESOL Conference NJPAC Consultants | YES | Turn-key of changes by administrator to staff members Teacher evaluations and classroom observations performed by administrators and supervisors. NJ ASK 2013-2014 Test Results | Increased number of PD opportunities and number of teachers trained and/or attended district/Hudson County Consortium. Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing. |
| Math | Students with | Differentiated Instruction | YES | Turn-key of changes by administrator to staff | Increased number of PD opportunities and number of teachers trained and/or attended |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|--------------|---|--------------------------|--|---|
| | Disabilities | <p>NJ ASK New Test Specifications Workshops</p> <p>PD360/ Teacher Effectiveness Framework Model</p> <p>District Professional Development</p> <p>Writer's Workshop by NJDOE</p> <p>Technology Training by Apple Consultants and District Tech Coordinator</p> <p>WIDA – ACCESS Training/ TESOL Conference</p> <p>NJPAC Consultants</p> | | <p>members</p> <p>Teacher evaluations and classroom observations performed by administrators and supervisors.</p> <p>NJ ASK 2013-2014 Test Results</p> | <p>district/Hudson County Consortium.</p> <p>Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.</p> <p>Analyze data between classroom, district, and standardized testing.</p> |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|---|--------------------------|--|---|
| ELA | ELLs | <p>Differentiated Instruction</p> <p>NJ ASK New Test Specifications Workshops</p> <p>PD360/ Teacher Effectiveness Framework Model</p> <p>District Professional Development</p> <p>Writer's Workshop by NJDOE</p> <p>Technology Training by Apple Consultants and District Tech Coordinator</p> <p>WIDA – ACCESS Training/ TESOL Conference</p> <p>NJPAC Consultants</p> | YES | <p>Turn-key of changes by administrator to staff members</p> <p>Teacher evaluations and classroom observations performed by administrators and supervisors.</p> <p>NJ ASK 2013-2014 Test Results</p> | <p>Increased number of PD opportunities and number of teachers trained and/or attended district/Hudson County Consortium.</p> <p>Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.</p> <p>Analyze data between classroom, district, and standardized testing.</p> |
| Math | ELLs | <p>Differentiated Instruction</p> <p>NJ ASK New Test</p> | YES | <p>Turn-key of changes by administrator to staff members</p> | <p>Increased number of PD opportunities and number of teachers trained and/or attended district/Hudson County Consortium.</p> <p>Evidence of strategies being implemented in</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|---|--------------------------|---|--|
| | | <p>Specifications Workshops</p> <p>PD360/ Teacher Effectiveness Framework Model</p> <p>District Professional Development</p> <p>Writer's Workshop by NJDOE</p> <p>Technology Training by Apple Consultants and District Tech Coordinator</p> <p>WIDA – ACCESS Training/ TESOL Conference</p> <p>NJPAC Consultants</p> | | <p>Teacher evaluations and classroom observations performed by administrators and supervisors.</p> <p>NJ ASK 2013-2014 Test Results</p> | <p>the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.</p> <p>Analyze data between classroom, district, and standardized testing.</p> |
| ELA | Economically Disadvantaged | <p>Differentiated Instruction</p> <p>NJ ASK New Test Specifications Workshops</p> | YES | <p>Turn-key of changes by administrator to staff members</p> <p>Teacher evaluations and classroom observations performed by</p> | <p>Increased number of PD opportunities and number of teachers trained and/or attended district/Hudson County Consortium.</p> <p>Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.</p> |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|---|--|
| | | PD360/ Teacher Effectiveness Framework Model District Professional Development Writer's Workshop by NJDOE Technology Training by Apple Consultants and District Tech Coordinator WIDA – ACCESS Training/ TESOL Conference NJPAC Consultants | | administrators and supervisors. NJ ASK 2013-2014 Test Results | Analyze data between classroom, district, and standardized testing. |
| Math | Economically Disadvantaged | Differentiated Instruction NJ ASK New Test Specifications Workshops PD360/ Teacher Effectiveness Framework Model District Professional | YES | Turn-key of changes by administrator to staff members Teacher evaluations and classroom observations performed by administrators and supervisors. NJ ASK 2013-2014 Test | Increased number of PD opportunities and number of teachers trained and/or attended district/Hudson County Consortium. Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations. Analyze data between classroom, district, and standardized testing. |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|-------------------|--|--------------------------|--|---|
| | | <p>Development</p> <p>Writer's Workshop by NJDOE</p> <p>Technology Training by Apple Consultants and District Tech Coordinator</p> <p>WIDA – ACCESS Training/ TESOL Conference</p> <p>NJPAC Consultants</p> | | Results | |
| ELA | General Education | <p>Differentiated Instruction</p> <p>NJ ASK New Test Specifications Workshops</p> <p>PD360/ Teacher Effectiveness Framework Model</p> <p>District Professional Development</p> <p>Writer's Workshop by NJDOE</p> | YES | <p>Turn-key of changes by administrator to staff members</p> <p>Teacher evaluations and classroom observations performed by administrators and supervisors.</p> <p>NJ ASK 2013-2014 Test Results</p> | <p>Increased number of PD opportunities and number of teachers trained and/or attended district/Hudson County Consortium.</p> <p>Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.</p> <p>Analyze data between classroom, district, and standardized testing.</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|-------------------|--|--------------------------|--|---|
| | | <p>Technology Training by Apple Consultants and District Tech Coordinator</p> <p>WIDA – ACCESS Training/ TESOL Conference</p> <p>NJPAC Consultants</p> | | | |
| Math | General Education | <p>Differentiated Instruction</p> <p>NJ ASK New Test Specifications Workshops</p> <p>PD360/ Teacher Effectiveness Framework Model</p> <p>District Professional Development</p> <p>Writer’s Workshop by NJDOE</p> <p>Technology Training by Apple Consultants and District Tech Coordinator</p> | YES | <p>Turn-key of changes by administrator to staff members</p> <p>Teacher evaluations and classroom observations performed by administrators and supervisors.</p> <p>NJ ASK 2013-2014 Test Results</p> | <p>Increased number of PD opportunities and number of teachers trained and/or attended district/Hudson County Consortium.</p> <p>Evidence of strategies being implemented in the classroom walk-through, review of teacher plan books, and classroom evaluations and observations.</p> <p>Analyze data between classroom, district, and standardized testing.</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|--------------------|---|-----------------------------------|---|--|
| | | WIDA – ACCESS Training/ TESOL Conference NJPAC Consultants | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|--|--|
| ELA | Students with Disabilities | Parent Breakfast Workshops to Assist Students Academically and in Strategies to assist with the PARCC; Read Across America Events; Book Fair during after school hours to include the Parents; MIADs (Multiple Intelligence Arts Domain) Exposition. | YES | Parent Sign-In Sheets Schedule of Events Program of Events | Met Increase of Parents Attending by 2% <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on high student achievement. Increased student academic achievement to meet Adequate Yearly Progress. Parent workshops involve a variety of topics such as appropriate strategies and techniques to address student needs, support student achievement and parent education. |
| Math | Students with Disabilities | Parent Breakfast Workshops to Assist Students Academically and in Strategies to assist with the PARCC; Read Across America Events; Book Fair during after school hours to include the Parents; MIADs (Multiple Intelligence Arts Domain) Exposition. | YES | Parent Sign-In Sheets Schedule of Events Program of Events | Met Increase of Parents Attending by 2% <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on high student achievement. Increased student academic achievement to meet Adequate Yearly Progress. Parent workshops involve a variety of topics such as appropriate strategies and techniques to address student needs, support student achievement and parent education. |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|--|
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | Parent Breakfast Workshops to Assist Students Academically and in Strategies to assist with the PARCC; Read Across America Events; Book Fair during after school hours to include the Parents; MIADs (Multiple Intelligence Arts Domain) Exposition. | YES | Parent Sign-In Sheets Schedule of Events Program of Events | <p>Met Increase of Parents Attending by 2%</p> <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on high student achievement. Increased student academic achievement to meet AMO <p>Parent workshops involve a variety of topics such as appropriate strategies and techniques to address student needs, support student achievement and parent education.</p> |
| Math | ELLs | Parent Breakfast Workshops to Assist Students Academically and in Strategies to assist with the PARCC; Read Across America Events; Book Fair during after school hours to include the Parents; MIADs (Multiple Intelligence Arts Domain) Exposition. | YES | Parent Sign-In Sheets Schedule of Events Program of Events | <p>Met Increase of Parents Attending by 2%</p> <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on high student achievement. Increased student academic achievement to meet AMO <p>Parent workshops involve a variety of topics such as appropriate strategies and techniques to address student needs, support student achievement and parent education.</p> |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|--|--|
| ELA | Economically Disadvantaged | Parent Breakfast Workshops to Assist Students Academically and in Strategies to assist with the PARCC; Read Across America Events; Book Fair during after school hours to include the Parents; MIADs (Multiple Intelligence Arts Domain) Exposition. | YES | Parent Sign-In Sheets Schedule of Events Program of Events | Met Increase of Parents Attending by 2% <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on high student achievement. Increased student academic achievement to meet AMO Parent workshops involve a variety of topics such as appropriate strategies and techniques to address student needs, support student achievement and parent education. |
| Math | Economically Disadvantaged | Parent Breakfast Workshops to Assist Students Academically and in Strategies to assist with the PARCC; Read Across America Events; Book Fair during after school hours to include the Parents; MIADs (Multiple Intelligence Arts Domain) Exposition. | YES | Parent Sign-In Sheets Schedule of Events Program of Events | Met Increase of Parents Attending by 2% <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on high student achievement. Increased student academic achievement to meet AMO Parent workshops involve a variety of topics such as appropriate strategies and techniques to address student needs, support student achievement and parent education. |
| ELA | General Education | Parent Breakfast Workshops to Assist Students Academically and in Strategies to | YES | Parent Sign-In Sheets Schedule of Events Program of Events | Met Increase of Parents Attending by 2% <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on high student achievement. |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|-------------------|--|--------------------------|--|--|
| | | assist with the PARCC; Read Across America Events; Book Fair during after school hours to include the Parents; MIADs (Multiple Intelligence Arts Domain) Exposition. | | | <ul style="list-style-type: none"> Increased student academic achievement to meet AMO <p>Parent workshops involve a variety of topics such as appropriate strategies and techniques to address student needs, support student achievement and parent education.</p> |
| Math | General Education | Parent Breakfast Workshops to Assist Students Academically and in Strategies to assist with the PARCC; Read Across America Events; Book Fair during after school hours to include the Parents; MIADs (Multiple Intelligence Arts Domain) Exposition. | YES | Parent Sign-In Sheets Schedule of Events Program of Events | <p>Met Increase of Parents Attending by 2%</p> <ul style="list-style-type: none"> Positive Parent Involvement and School Climate focused on high student achievement. Increased student academic achievement to meet AMO <p>Parent workshops involve a variety of topics such as appropriate strategies and techniques to address student needs, support student achievement and parent education.</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

TERESITA DIAZ

Principal's Name (Print)

Principal's Signature

MAY 29, 2015

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) | | |
|--------------------------------|--|---|------------------------|--------------|
| Academic Achievement – Reading | DORA; DIBELS; DOLCH SIGHT WORDS; RAN TESTING; PHONOLOGICAL AWARENESS QUICK SCREENING TEST; WIDA ACCESS, PARCC Testing, MP Benchmarks, ELAS/CORE, District Assessment/Scantron Analysis | English Language Arts - NJ ASK Gr. 3 -5 | | |
| | | 2013-2014 Scores | | |
| | | | Schoolwide Performance | Passing Rate |
| | | Total Population | 52% | 51.8 % |
| | | Hispanic | | 51.5 % |
| | | Economically Disadvantaged | | 51.7 % |
| | | Special Education | | N/A |
| Academic Achievement - Writing | DORA; DIBELS; DOLCH SIGHT WORDS; RAN TESTING; PHONOLOGICAL AWARENESS QUICK SCREENING TEST; WIDA ACCESS, PARCC Testing, MP | Limited English Proficient | | 42.6 % |
| | | **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. | | |
| | | **Awaiting PARCC 2014-2015 Test Results. | | |
| Academic Achievement - Writing | DORA; DIBELS; DOLCH SIGHT WORDS; RAN TESTING; PHONOLOGICAL AWARENESS QUICK SCREENING TEST; WIDA ACCESS, PARCC Testing, MP | English Language Arts - NJ ASK Gr. 3 -5 | | |
| | | 2013-2014 Scores | | |
| | | | Schoolwide Performance | Passing Rate |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) | | | |
|------------------------------------|--|--|------------------------|--------------|--|
| | Benchmarks, ELAS/CORE, District Assessment/Scantron Analysis | Total Population | 52% | 51.8 % | |
| | | Hispanic | | 51.5 % | |
| | | Economically Disadvantaged | | 51.7 % | |
| | | Special Education | | N/A | |
| | | Limited English Proficient | | 42.6 % | |
| | | **Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level. **Awaiting PARCC 2014-2015 Test Results. | | | |
| Academic Achievement - Mathematics | DORA; DIBELS; DOLCH SIGHT WORDS; RAN TESTING; PHONOLOGICAL AWARENESS QUICK SCREENING TEST; WIDA ACCESS, PARCC Testing, MP Benchmarks, ELAS/CORE, District Assessment/Scantron Analysis | Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores | | | |
| | | | Schoolwide Performance | Passing Rate | |
| | | Total Population | 82% | 81.5 % | |
| | | Hispanic | | 81.2 % | |
| | | Economically Disadvantaged | | 80.9 % | |
| | | Special Education | | N/A | |
| | | Limited English Proficient | | 75 % | |
| | | **Awaiting PARCC 2014-2015 Test Results. | | | |
| Family and Community Engagement | PTO Membership Parent Workshops | Parental input regarding the effectiveness of the workshops offered were positive. Parents also responded to the effectiveness of the workshops and made suggestions regarding other topics to be addressed. A majority of parents indicated their | | | |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|-----------------------------|---|---|
| | Parent Survey Back to School Night & Parents' Night Book Fairs by Scholastics MIADs Performance for Parents by Students. | satisfaction with the communication, which included NIT messaging, school calendars, written notifications and the school websites. Attendance at school functions, including Back to School Night, Parents' Night and school performances was over 90%. These measures indicate that parents are active participants in their child's education therefore improving academic performance. |
| Professional Development | District/School Professional Development Evaluations/Surveys related to the 2014-2015 staff development | The evaluations completed by all staff indicate their satisfaction with the presenters and topics for the following workshops: PARCC Readiness; Dibels; RAN; Phonological Awareness; Differentiated instruction, Ipad Training, math manipulative, learning centers, Smart boards/Mimo board, webpage design, writer's workshops, Mac Book Pro Apple training and reading/writing across the curriculum. These measures indicate that the presenters and topics were appropriate for Colin Powell School staff. |
| Leadership | District Face to Face Legal One Training HIB Training | <ul style="list-style-type: none"> Met as per district personnel attendance/certificates Bi-annual District Face-to-Face Meetings provide opportunities for communication with LEA and school administrative team to discuss goals and objectives outlined in the Unified Plan. At the fall meeting, the state assessment results are further analyzed with the weakest areas being identified for additional support, resources and/or program adjustments to align with the Unified Plan. |
| School Climate and Culture | School Culture Survey "Caught Been Good" Program School Improvement Panel Student Council & School Wide Projects | The School Culture Survey revealed the staff/teacher/student views of the overall satisfaction of the vision and mission statement. Some staff indicated that they want greater opportunities to provide input regarding the overall operation of the school. In addition, Colin Powell has implemented the "Caught Being Good" Program where all students are encouraged to go above and beyond for others. They are given incentives such as little prizes, their name announced and displayed for all to see. Students are very enthusiastic about this program and really take learning to the next level. The School Improvement Panel constantly meet in order to come up with other programs to improve the school climate. This measure demonstrates the staff and students' continual commitment to improving academic performance. |
| School-Based Youth Services | N/A | |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--|---|--|------------------------|--------------|------------------|-----|--------|----------|--|--------|----------------------------|--|--------|-------------------|--|-----|----------------------------|--|--------|--|------------------------|--------------|------------------|-----|--------|----------|--|--------|----------------------------|--|--------|-------------------|--|-----|
| Students with Disabilities | DORA; DIBELS; DOLCH SIGHT WORDS; RAN TESTING; PHONOLOGICAL AWARENESS QUICK SCREENING TEST; WIDA ACCESS, PARCC Testing, MP Benchmarks, ELAS/CORE, District Assessment/Scantron Analysis | <p>English Language Arts - NJ ASK Gr. 3 -5</p> <p>2013-2014 Scores</p> <table> <tr> <th></th><th>Schoolwide Performance</th><th>Passing Rate</th></tr> <tr> <td>Total Population</td><td>52%</td><td>51.8 %</td></tr> <tr> <td>Hispanic</td><td></td><td>51.5 %</td></tr> <tr> <td>Economically Disadvantaged</td><td></td><td>51.7 %</td></tr> <tr> <td>Special Education</td><td></td><td>N/A</td></tr> <tr> <td>Limited English Proficient</td><td></td><td>42.6 %</td></tr> </table> <p>**Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level.</p> <p>**Awaiting PARCC 2014-2015 Test Results.</p> <p>Mathematics - NJ ASK Gr. 3-5</p> <p>2013-2014 Scores</p> <table> <tr> <th></th><th>Schoolwide Performance</th><th>Passing Rate</th></tr> <tr> <td>Total Population</td><td>82%</td><td>81.5 %</td></tr> <tr> <td>Hispanic</td><td></td><td>81.2 %</td></tr> <tr> <td>Economically Disadvantaged</td><td></td><td>80.9 %</td></tr> <tr> <td>Special Education</td><td></td><td>N/A</td></tr> </table> | | Schoolwide Performance | Passing Rate | Total Population | 52% | 51.8 % | Hispanic | | 51.5 % | Economically Disadvantaged | | 51.7 % | Special Education | | N/A | Limited English Proficient | | 42.6 % | | Schoolwide Performance | Passing Rate | Total Population | 82% | 81.5 % | Hispanic | | 81.2 % | Economically Disadvantaged | | 80.9 % | Special Education | | N/A |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 52% | 51.8 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 51.5 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 51.7 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 42.6 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 82% | 81.5 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 81.2 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 80.9 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--|--|--|------|--|------------------------|--------------|------------------|-----|--------|----------|--|--------|----------------------------|--|--------|-------------------|--|-----|----------------------------|--|--------|--|------------------------|--------------|
| | | Limited English Proficient | | 75 % | | | | | | | | | | | | | | | | | | | | | |
| | | **Awaiting PARCC 2014-2015 Test Results. | | | | | | | | | | | | | | | | | | | | | | | |
| Homeless Students | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | |
| Migrant Students | N/A | N/A | | | | | | | | | | | | | | | | | | | | | | | |
| English Language Learners | DORA; DIBELS; DOLCH SIGHT WORDS; RAN TESTING; PHONOLOGICAL AWARENESS QUICK SCREENING TEST; WIDA ACCESS, PARCC Testing, MP Benchmarks, ELAS/CORE, District Assessment/Scantron Analysis | <div>English Language Arts - NJ ASK Gr. 3 -5</div> <div>2013-2014 Scores</div> <table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>52%</td><td>51.8 %</td></tr><tr><td>Hispanic</td><td></td><td>51.5 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>51.7 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>42.6 %</td></tr></table> <div>**Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level.</div> <div>**Awaiting PARCC 2014-2015 Test Results.</div> <div>Mathematics - NJ ASK Gr. 3-5</div> <div>2013-2014 Scores</div> <table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr></table> | | | | Schoolwide Performance | Passing Rate | Total Population | 52% | 51.8 % | Hispanic | | 51.5 % | Economically Disadvantaged | | 51.7 % | Special Education | | N/A | Limited English Proficient | | 42.6 % | | Schoolwide Performance | Passing Rate |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | | | |
| Total Population | 52% | 51.8 % | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 51.5 % | | | | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 51.7 % | | | | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 42.6 % | | | | | | | | | | | | | | | | | | | | | | | |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--|--|--|--|------------------|------------------------|--------------|------------------|-----|--------|----------------------------|--|--------|----------------------------|--|--------|----------------------------|--|------|----------------------------|--|--------|
| | | <table><tr><td>Total Population</td><td>82%</td><td>81.5 %</td></tr><tr><td>Hispanic</td><td></td><td>81.2 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>80.9 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>75 %</td></tr></table> <p>**Awaiting PARCC 2014-2015 Test Results.</p> | | | Total Population | 82% | 81.5 % | Hispanic | | 81.2 % | Economically Disadvantaged | | 80.9 % | Special Education | | N/A | Limited English Proficient | | 75 % | | | |
| Total Population | 82% | 81.5 % | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 81.2 % | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 80.9 % | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 75 % | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | DORA; DIBELS; DOLCH SIGHT WORDS; RAN TESTING; PHONOLOGICAL AWARENESS QUICK SCREENING TEST; WIDA ACCESS, PARCC Testing, MP Benchmarks, ELAS/CORE, District Assessment/Scantron Analysis | <p>English Language Arts - NJ ASK Gr. 3 -5 2013-2014 Scores</p> <table><tr><td></td><td>Schoolwide Performance</td><td>Passing Rate</td></tr><tr><td>Total Population</td><td>52%</td><td>51.8 %</td></tr><tr><td>Hispanic</td><td></td><td>51.5 %</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>51.7 %</td></tr><tr><td>Special Education</td><td></td><td>N/A</td></tr><tr><td>Limited English Proficient</td><td></td><td>42.6 %</td></tr></table> <p>**Pre and Post Test DORA scores indicate an overall increase of at least one reading grade level.</p> <p>**Awaiting PARCC 2014-2015 Test Results.</p> <p>Mathematics - NJ ASK Gr. 3-5 2013-2014 Scores</p> | | | | Schoolwide Performance | Passing Rate | Total Population | 52% | 51.8 % | Hispanic | | 51.5 % | Economically Disadvantaged | | 51.7 % | Special Education | | N/A | Limited English Proficient | | 42.6 % |
| | Schoolwide Performance | Passing Rate | | | | | | | | | | | | | | | | | | | | |
| Total Population | 52% | 51.8 % | | | | | | | | | | | | | | | | | | | | |
| Hispanic | | 51.5 % | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | | 51.7 % | | | | | | | | | | | | | | | | | | | | |
| Special Education | | N/A | | | | | | | | | | | | | | | | | | | | |
| Limited English Proficient | | 42.6 % | | | | | | | | | | | | | | | | | | | | |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) | | | |
|-------|----------------------------|--|------------------------|--------------|--|
| | | | Schoolwide Performance | Passing Rate | |
| | | Total Population | 82% | 81.5 % | |
| | | Hispanic | | 81.2 % | |
| | | Economically Disadvantaged | | 80.9 % | |
| | | Special Education | | N/A | |
| | | Limited English Proficient | | 75 % | |
| | | **Awaiting PARCC 2014-2015 Test Results. | | | |

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

During June and the summer months the administrative team and some members of the support teaching staff work on interpreting the Summative assessment from the State Standardized Testing disaggregated test results provided by the district. The same is done with the results of the language proficiency test (ACCESS), DORA. At the beginning of the school year school-generated formative assessments are administered to students in targeted grades and/or classrooms. The objective of these tests is to acquire specific data on each student tested that will later be utilized in customizing instruction. Input is requested from both, the previous year and current classroom teachers. The rationale of the data compilation and analysis is to provide a snapshot of each student's instructional level. This enables the faculty to more accurately differentiate instruction. Biannual district assessments are given to students in grades three, four and five. The results are keenly reviewed and interpreted as a means to drive instruction and provide remediation to those students in need.

2. What process did the school use to collect and compile data for student subgroups?

There are several methods used to compile data. The district disaggregates the results of the standardized assessment at the end of the school year. District Assessments are conducted during the months of December and February to help provide ongoing, targeted assessment. Scantron is utilized to quickly score assessments in house so that results may be immediately provided to staff. During collaborative planning periods teachers across grade levels discuss and generate suggestions regarding areas of instruction that might need strengthening. In addition, ways in which to challenge and enrich the academic experience of advanced proficient students are explored. Parents are surveyed throughout the year as to which areas they feel their children need the most help. The language proficiency test generates a teacher report that points specifically to the areas that have proven to be the most challenging for the English Language Learner (ELL). The special needs classroom teachers, together with the members of the Support Services Team, work in generating Individualized Educational Plans (IEP). These documents specifically target areas where the special education student has the most difficulty. Collaboratively, the administrative team and the instructional staff take a proactive approach and attempts to remedy the issues presented.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

The school-generated formative assessments utilize a combination of several resources providing us with a cross-section of literacy acquisition. These resources are literacy pieces of the district-approved curriculum, reflecting the Core Curriculum State Standards (CCSS), and are research-based. The following outlines the areas of focus implemented to develop our formative assessments.

- Grade 1: Letter Identification, Number Identification, Sight Word Recognition
- Grades 2 & 3, LEP classrooms 3 & 4: Reading Recovery leveled benchmark booklet/passages, Reading rate (calculated using a formula taken from Scott Foresman Leveled Reader Resource Guide)
- Grade 5 (LEP): Running Record taken from Scott Foresman 5th grade passage, Reading Rate (calculated with above formula), Rally Education/ASK 5 passage used to determine level of reading comprehension
- Scott Foresman leveled readers to determine level of reading comprehension and grade level performance

A composite of all September testing is then combined with the standardized test results. This information is analyzed and students are ranked in order of reading performance. A composite of all September testing is then combined with the standardized test results. This information is analyzed and students are ranked in order of reading/Math performance. Standardized test results are sorted and students are ranked from highest to lowest. Students who fall below 75% are identified and information is disseminated to classroom and support teachers to drive instruction and provide remediation.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The process is begun at the district level. Results are analyzed and mathematical equations are developed for identification within the Grades 3-5 clusters. A matrix is then developed from ranking students within the hierarchy of test level achievement. In utilizing the calculations within the matrix the group scores can be examined and deficiencies in sub-group scores identified. At the school level further analysis is conducted to customize instruction and programs.

4. What did the data analysis reveal regarding classroom instruction?

Multiple teaching strategies implemented and coupled with our vision and mission to provide a rich and varied curriculum Instruction has help students consistently meet AMO. For instance, teachers maintain an uninterrupted 90 block of Language Arts Instruction, which includes reading, writing and comprehension strategies. Additionally, they receive Algebra Enrichment to excel in the area of mathematics. Colin Powell School takes pride hosting Author in Residences in the areas of Writing to Teachers who continue to attend Professional Development to keep abreast of new strategies, techniques and programs to provide effective instruction, which is differentiated to meet all student needs.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Our multifaceted approach to professional development has help teachers gain a greater knowledge and impart new strategies, techniques and programs which have resulted in students meeting and exceeding AMO.

6. How does the school identify educationally at-risk students in a timely manner?

At Colin Powell this process begins as soon as standardized test results are received. It is continued throughout the summer with a thorough review of each student's performance for the academic year. This review is conducted through horizontal and vertical articulation among faculty and the administrative team.

7. How does the school provide effective interventions to educationally at-risk students?

Classes are formed for the following year based on this review, with special attention paid to student grouping based on academic as well as social, emotional, physical, and psychological growth and development. Once classes are established, instructional support is planned and deployed according to student need for the next academic school year. District Assessment are given two times per year and the data is quickly analyzed and again results are scruntized and students needing assistance are targeted for small group and individualized instruction. Eight and 16-week assessments as well as teacher assessments and benchmarks help to identify and support at-risk students.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students? N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

At the school level, the School Improvement Panel comprised of teachers, administrators, and parents meet monthly to discuss academic assessment goals and results and work together to plan needed improvements to our instructional plan. Teachers are engaged in decision-making regarding the use of academic assessments through on-going meetings, collaborative meetings, monthly faculty meetings, and horizontal and cross-grade articulation. In addition, at district level, teachers have the opportunity to take part in the writing of district assessments as well as the district's curriculum.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- 11.** How does the school help students' transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Union City provides assistance in the form of Master teachers to support the community providers and Colin Powell's Kindergarten with the implementation of the Union City's Early Childhood curriculum. Throughout the year our pre-school staff is provided with professional development workshops and attend bi-monthly collaborative grade level meetings. To provide a seamless transition each spring the administrative team and Kindergarten teachers visit their future students at their Pre-K providers in order to ease the student's anxiety about moving to a new school. Finally, state mandated ELIAS and EISA profile sheets provide a snapshot of the incoming Kindergarten students.

- 12.** How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

Based on the needs assessment and standardized test results, the School Improvement Panel/NCLB committees selected our priority problems: closing the achievement gap for all populations, student academic needs in area of Language Arts and reading, and student academic needs in the area of Mathematics.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

| | #1 | #2 |
|---|--|--|
| Name of priority problem | Student Academic Needs | Student Academic Needs |
| Describe the priority problem using at least two data sources | Student academic needs in Language Arts and Reading | Students academic needs in Mathematics Utilizing Standardized Testing, District Assessments and Benchmark Assessments |
| Describe the root causes of the problem | Staff needs support in meeting the needs of all students including subgroups through differentiated instruction. | Staff needs support in meeting the needs of all students including subgroups through differentiated instruction. |
| Subgroups or populations addressed | All Students, Students with Disabilities, Economically Disadvantaged, Limited English Proficient | All Students, Students with Disabilities, Economically Disadvantaged, Limited English Proficient |
| Related content area missed (i.e., ELA, Mathematics) | ELA | Mathematics |
| Name of scientifically research based intervention to address priority problems | Students will receive and follow a scientifically sound, research-based curriculum that reflects the new CCSS. Professional Development for staff will include intensive training focusing on PBL's, Higher Order of Thinking Skills, Inquiry Based Learning and Differentiated Instruction. | Students will receive and follow a scientifically sound, research-based curriculum that reflects the new CCSS. Professional Development for staff will include intensive training focusing on PBL's, Higher Order of Thinking Skills, Inquiry Based Learning and Differentiated Instruction. |
| How does the intervention align with the Common Core State Standards? | Teaching in the core academic subjects will be driven by district curriculums that reflect the CCSS to build rigor and utilize the common core to promote optimum student achievement. | Teaching in the core academic subjects will be driven by district curriculums that reflect the CCSS to build rigor and utilize the common core to promote optimum student achievement. |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

| | #3 | #4 |
|---|--|----|
| Name of priority problem | Student Academic Needs | |
| Describe the priority problem using at least two data sources | Closing the achievement gap – Utilizing Standardized Testing Results; DORA Assessments and Dibels | |
| Describe the root causes of the problem | Closing the achievement gap | |
| Subgroups or populations addressed | All Students, Students with Disabilities, Economically Disadvantaged, LEP | |
| Related content area missed (i.e., ELA, Mathematics) | ELA and Mathematics | |
| Name of scientifically research based intervention to address priority problems | Students will receive and follow a scientifically sound, research-based curriculum that reflects the new CCSS. Professional Development for staff will include intensive training focusing on PBL's, Higher Order of Thinking Skills, Inquiry Based Learning and Differentiated Instruction. | |
| How does the intervention align with the Common Core State Standards? | Teaching in the core academic subjects will be driven by district curriculums that reflect the CCSS to build rigor and utilize the common core to promote optimum student achievement. | |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|----------------------------|---|--------------------|--|--|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA | Students with Disabilities | Balanced Literacy Writer's Workshop Guided Reading Differentiated Instruction Bilingual At Risk Leader Literacy Coach Target Tutoring Extended Day 21 st Century NJ Performing Arts Center Partnership Small Reading and Writing Groups MIADs Program (Multiple Intelligence Arts Domain) | Principal | Show improvement of PARCC scores in the area of ELA. Show improvement in overall DORA scores from initial to final testing. | Howard Gardner's Theory of Multiple Intelligence Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009; |
| Math | Students with Disabilities | Balanced Literacy Writer's Workshop Guided Reading Differentiated Instruction Bilingual At Risk Leader Literacy Coach Target Tutoring Extended Day | Principal | Show improvement of PARCC scores in the area of Math. Significant improvement shown in the Math portion of the SGOs | Howard Gardner's Theory of Multiple Intelligence Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009; |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|----------------------|---|--------------------|---|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | 21 st Century NJ Performing Arts Center Partnership MIADs Program (Multiple Intelligence Arts Domain) | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | Balanced Literacy Writer's Workshop Guided Reading Differentiated Instruction Bilingual At Risk Leader Literacy Coach Target Tutoring Extended Day 21 st Century NJ Performing Arts Center Partnership Small Reading and Writing Groups MIADs Program (Multiple Intelligence Arts Domain) | Principal | Show improvement of PARCC scores in the area of ELA. Show improvement in overall DORA scores from initial to final testing. | Best Practices for ELL's Educational Leadership April 2009 – Volume 66#7p. 32-37 Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009; |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|----------------------------|---|--------------------|--|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| Math | ELLs | Balanced Literacy Writer's Workshop Guided Reading Differentiated Instruction Bilingual At Risk Leader Literacy Coach Target Tutoring Extended Day 21 st Century NJ Performing Arts Center Partnership MIADs Program (Multiple Intelligence Arts Domain) | Principal | Show improvement of PARCC scores in the area of Math. Significant improvement shown in the Math portion of the SGOs | Best Practices for ELL's Educational Leadership April 2009 – Volume 66#7p. 32-37 |
| ELA | Economically Disadvantaged | Balanced Literacy Writer's Workshop Guided Reading Differentiated Instruction Bilingual At Risk Leader Literacy Coach Target Tutoring Extended Day 21 st Century NJ Performing Arts Center Partnership Small Reading and Writing Groups | Principal | Show improvement of PARCC scores in the area of ELA. Show improvement in overall DORA scores from initial to final testing. | Teaching What Matters Most: Standards and Strategies for Raising Student Achievement ASCD 2001 |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|----------------------------|---|--------------------|--|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | MIADs Program (Multiple Intelligence Arts Domain) | | | |
| Math | Economically Disadvantaged | Balanced Literacy Writer's Workshop Guided Reading Differentiated Instruction Bilingual At Risk Leader Literacy Coach Target Tutoring Extended Day 21 st Century NJ Performing Arts Center Partnership MIADs Program (Multiple Intelligence Arts Domain) | Principal | Show improvement of PARCC scores in the area of Math. Significant improvement shown in the Math portion of the SGOs | Teaching What Matters Most: Standards and Strategies for Raising Student Achievement ASCD 2001 |
| ELA | General Education | Balanced Literacy Writer's Workshop Guided Reading Differentiated Instruction Bilingual At Risk Leader Literacy Coach Target Tutoring Extended Day 21 st Century NJ Performing Arts | Principal | Show improvement of PARCC scores in the area of ELA. Show improvement in overall DORA scores from initial to final testing. | Teaching What Matters Most: Standards and Strategies for Raising Student Achievement ASCD 2001 |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|----------------------|--|--------------------|--|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | Center Partnership Small Reading and Writing Groups MIADs Program (Multiple Intelligence Arts Domain) | | | |
| Math | General Education | Balanced Literacy Writer's Workshop Guided Reading Differentiated Instruction Bilingual At Risk Leader Literacy Coach Target Tutoring Extended Day 21 st Century NJ Performing Arts Center Partnership MIADs Program (Multiple Intelligence Arts Domain) | Principal | Show improvement of PARCC scores in the area of Math. Significant improvement shown in the Math portion of the SGOs | Testing for Algebra Los Angeles Times June 9, 2008 |

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--------------------|---|---|
| ELA | Students with Disabilities | 21 st Century Extended Day Lunch Tutoring | Principal | Show improvement of standardized test (PARCC) scores from 2015 to 2016 in the area of ELA | Structuring Out of School Time to Improve Academic Achievement, IES, July 2009 Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009 |
| Math | Students with Disabilities | 21 st Century Extended Day Lunch Tutoring | Principal | Show improvement of standardized test (PARCC) scores from 2015 to 2016 in the area of Mathematics | Structuring Out of School Time to Improve Academic Achievement, IES, July 2009 Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009 |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | 21 st Century Extended Day | Principal | Show improvement of standardized test (PARCC) scores | Structuring Out of School Time to Improve Academic Achievement, |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--------------------|---|---|
| | | Lunch Tutoring | | from 2015 to 2016 in the area of ELA | IES, July 2009 Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009 |
| Math | ELLs | 21 st Century Extended Day Lunch Tutoring | Principal | Show improvement of standardized test (PARCC) scores from 2015 to 2016 in the area of Mathematics | Structuring Out of School Time to Improve Academic Achievement, IES, July 2009 Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades April 2009 |
| ELA | Economically Disadvantaged | 21 st Century Extended Day Lunch Tutoring | Principal | Show improvement of standardized test (PARCC) scores from 2015 to 2016 in the area of ELA | Structuring Out of School Time to Improve Academic Achievement, IES, July 2009 |
| Math | Economically Disadvantaged | 21 st Century Extended Day Lunch Tutoring | Principal | Show improvement of standardized test (PARCC) scores from 2015 to 2016 in the area of Mathematics | Structuring Out of School Time to Improve Academic Achievement, IES, July 2009 |
| ELA | General Education | 21 st Century Extended Day Lunch Tutoring | Principal | Show improvement of standardized test (PARCC) scores from 2015 to 2016 in the area of ELA | Structuring Out of School Time to Improve Academic Achievement, IES, July 2009 |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|--|--------------------|---|---|
| Math | General Education | 21 st Century Extended Day Lunch Tutoring | Principal | Show improvement of standardized test (PARCC) scores from 2015 to 2016 in the area of Mathematics | Structuring Out of School Time to Improve Academic Achievement, IES, July 2009 |

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--------------------|---|---|
| ELA | Students with Disabilities | PD 360 Academic Coaching New Teacher Mentoring District Level Workshops Embedded Professional Development Workshop Common Planning Periods Vertical and Horizontal Articulation District Wide | Principal | Attendance and Implementation of Newly Learned Strategies as indicated by Administrator's Observations Workshop Evaluations Continue to maintain full participation at all district – mandated Professional Developmental Activities. | https://www.corestandards.org/the-standards/english-language-arts-standards/ Education Northwest Magazine (Spring 2012) |
| Math | Students with Disabilities | PD 360 Academic Coaching New Teacher Mentoring District Level Workshops Embedded Professional Development Workshop | Principal | Attendance and Implementation of Newly Learned Strategies as indicated by Administrator's Observations Workshop Evaluations Continue to maintain full participation at all district – mandated Professional Developmental Activities. | https://www.corestandards.org/the-standards/mathematics-standards/ Education Northwest Magazine (Spring 2012) |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|--|--------------------|---|---|
| | | Common Planning Periods Vertical and Horizontal Articulation District Wide | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | PD 360 Academic Coaching New Teacher Mentoring District Level Workshops Embedded Professional Development Workshop Common Planning Periods Vertical and Horizontal Articulation District Wide | Principal | Attendance and Implementation of Newly Learned Strategies as indicated by Administrator's Observations Workshop Evaluations Continue to maintain full participation at all district – mandated Professional Developmental Activities. | https://www.corestandards.org/the-standards/english-language-arts-standards/ Education Northwest Magazine (Spring 2012) |

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| Math | ELLs | PD 360 Academic Coaching New Teacher Mentoring District Level Workshops Embedded Professional Development Workshop Common Planning Periods Vertical and Horizontal Articulation District Wide | Principal | Attendance and Implementation of Newly Learned Strategies as indicated by Administrator's Observations Workshop Evaluations Continue to maintain full participation at all district – mandated Professional Developmental Activities. | https://www.corestandards.org/the-standards/mathematics-standards/ Education Northwest Magazine (Spring 2012) |
| ELA | Economically Disadvantaged | PD 360 Academic Coaching New Teacher Mentoring District Level Workshops Embedded Professional Development Workshop Common Planning | Principal | Attendance and Implementation of Newly Learned Strategies as indicated by Administrator's Observations Workshop Evaluations Continue to maintain full participation at all district – mandated Professional Developmental Activities. | https://www.corestandards.org/the-standards/english-language-arts-standards/ Education Northwest Magazine (Spring 2012) |

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| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--------------------|---|---|
| | | Periods Vertical and Horizontal Articulation District Wide | | | |
| Math | Economically Disadvantaged | PD 360 Academic Coaching New Teacher Mentoring District Level Workshops Embedded Professional Development Workshop Common Planning Periods Vertical and Horizontal Articulation District Wide | Principal | Attendance and Implementation of Newly Learned Strategies as indicated by Administrator's Observations Workshop Evaluations Continue to maintain full participation at all district – mandated Professional Developmental Activities. | https://www.corestandards.org/the-standards/mathematics-standards/ Education Northwest Magazine (Spring 2012) |
| ELA | General Education | PD 360 Academic Coaching New Teacher Mentoring District Level Workshops Embedded | Principal | Attendance and Implementation of Newly Learned Strategies as indicated by Administrator's Observations Workshop Evaluations Continue to maintain full participation at all district – | https://www.corestandards.org/the-standards/english-language-arts-standards/ Education Northwest Magazine (Spring 2012) |

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|--------------------|----------------------|--|--------------------|---|---|
| | | Professional Development Workshop Common Planning Periods Vertical and Horizontal Articulation District Wide | | mandated Professional Developmental Activities. | |
| Math | General Education | PD 360 Academic Coaching New Teacher Mentoring District Level Workshops Embedded Professional Development Workshop Common Planning Periods Vertical and Horizontal Articulation District Wide | Principal | Attendance and Implementation of Newly Learned Strategies as indicated by Administrator's Observations Workshop Evaluations Continue to maintain full participation at all district – mandated Professional Developmental Activities. | https://www.corestandards.org/the-standards/mathematics-standards/ Education Northwest Magazine (Spring 2012) |

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The evaluation will be conducted by the school improvement panel, school improvement planning committee, Lucy Soovajian, the principal Mrs. Teresita Diaz and members of the school improvement panel. The review was conducted both internally and externally in order to be more in line with the goals of the Union City District. Evaluations will take place as often as necessary but no less than once a month in order to meet all the goals of the school wide plan.
2. What barriers or challenges does the school anticipate during the implementation process? The large size of instructional staff which makes it difficult to coordinate meetings.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Each member is required to attend School Improvement Panel meetings on a monthly basis where input was given on the needs of the school and the implementation of the program.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff evaluation from professional development and staff attendance.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Evaluations from professional development offerings, community participation in school events and parent liaison workshops.
6. How will the school structure interventions? Response to Intervention Methods (RTI) are being used in order to assist students in need of intervention throughout the school day and during after-school activities via the 21st Century Program and Extended Day.
7. How frequently will students receive instructional interventions? There will be ongoing assessment both formative and summative that will be completed by content area teacher to determine the frequency of the student receiving the intervention. Instructional interventions can vary from one to four days and one to three 40-minute periods per week dependent on the needs of the student based on teacher recommendation, Dibels, DORA and standardized testing results.
8. What resources/technologies will the school use to support the schoolwide program? DORA, DOMA, On-line programs such as EFTs (Electronic Field Trips), On-line textbook components, SmartBoard, Ipads, Laptops
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Student report card and progress report, district assessments, benchmarks, teacher made assessments, DORA, DOMA, PARCC, APECC and student portfolios.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The information will be disseminated through school improvement panel, faculty, vertical articulation, parental, collaborative planning and face to face district meetings.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---------------------------|-----------------------------|--|--|---|--|
| ELA | Students with Disabilities | Parent Workshops/Breakfast PTO Parent Lending Library Parent's Night Back to School Night Book Fair | School Principal; Parent Liaison; Media Specialist | 5 % increase in parental attendance to workshops | Common Core – What Parents Need to Know – Education Northwest, March 2011 |
| Math | Students with Disabilities | Parent Workshops/Breakfast PTO Parent Lending Library Parent's Night Back to School Night Book Fair | School Principal; Parent Liaison; Media Specialist | 5 % increase in parental attendance to workshops | Common Core – What Parents Need to Know – Education Northwest, March 2011 |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | Parent | School | 5 % increase in parental | Common Core – What Parents Need |

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--|--|---|
| | | Workshops/Breakfast PTO Parent Lending Library Parent's Night Back to School Night Book Fair | Principal; Parent Liaison; Media Specialist | attendance to workshops | to Know – Education Northwest, March 2011 |
| Math | ELLs | Parent Workshops/Breakfast PTO Parent Lending Library Parent's Night Back to School Night Book Fair | School Principal; Parent Liaison; Media Specialist | 5 % increase in parental attendance to workshops | Common Core – What Parents Need to Know – Education Northwest, March 2011 |
| ELA | Economically Disadvantaged | Parent Workshops/Breakfast PTO Parent Lending Library Parent's Night Back to School Night Book Fair | School Principal; Parent Liaison; Media Specialist | 5 % increase in parental attendance to workshops | Common Core – What Parents Need to Know – Education Northwest, March 2011 |
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SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|--|--|--|---|
| | | Book Fair | | | |
| ELA | General Education | Parent Workshops/Breakfast PTO Parent Lending Library Parent's Night Back to School Night Book Fair | School Principal; Parent Liaison; Media Specialist | 5 % increase in parental attendance to workshops | Common Core – What Parents Need to Know – Education Northwest, March 2011 |
| Math | General Education | Parent Workshops/Breakfast PTO Parent Lending Library Parent's Night Back to School Night Book Fair | School Principal; Parent Liaison; Media Specialist | 5 % increase in parental attendance to workshops | Common Core – What Parents Need to Know – Education Northwest, March 2011 |

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

- 1.** How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Research shows that children of parents who are involved in their education have a greater chance of meeting their goals; therefore our school provides many opportunities that promote parental involvement (see chart above). On the district level, parents are provided classes at the Adult Learning Center to learn English, Computer Skills and complete courses to earn their GED. There is also a Health Care, Library and Cultural Center open to serve and inform parents at Jose Marti Community School and Union City High School.

- 2.** How will the school engage parents in the development of the written parent involvement policy?

By fostering parent participation we are increasing the potential for student academic success as measured by the PARCC testing and numerous district and school based assessments. Colin Powell School has been able to engage parents in the development of the written parent involvement policy via the PTO (Parent-Teacher Organization) and Parent Workshops and breakfast.

- 3.** How will the school distribute its written parent involvement policy?

Parents are given the compact when enrolling their child at Central Registration. Additionally, the parent involvement policy is available on the district website. Upon entering Colin Powell, parents are provided with the expectation for their child at the specific grade level. Students enrolling in the 21st Century or Extended Day are also given the policy of the program and expectation from the students and parents to make the programs a success.

- 4.** How will the school engage parents in the development of the school-parent compact?

They are asked to review it and return it signed to Colin Powell School. It is filed in the student's cumulative folder.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

5. How will the school ensure that parents receive and review the school-parent compact?

Parents are given the compact when enrolling their child at Central Registration. They are asked to review it and return it signed to Colin Powell School. It is filed in the student's cumulative folder.

6. How will the school report its student achievement data to families and the community?

- Yearly School Report Card is sent home to provide parents with the latest statistics on the school's overall performance
- Regular written communications in both English and Spanish
- Parent Meetings/Workshops
- Board of Education Notes sent home in English and Spanish
- Principal's Address at Back to School Night
- NCLB Letter from District informing parents of School Improvement Status

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

District has met annual objectives for Title III. In the future, if objectives are not met procedures will be followed as per state/federal guidelines.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Parents are provided with district and individual school test results during Back to School Night and also again on Parent's Night. Principals and teachers provide parents with AYP Results. Furthermore, parents receive a copy of the District School Report Card. Listed below are other ways the school keeps the families informed of assessment results:

- PARCC home reports outlining individual student achievement

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

- ACCESS for ELL's parent report for our ELL students
- Parents invited to participate and develop the Unified Plan.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Communication and input from parents is solicited through the School Improvement Panel.

10. How will the school inform families about the academic achievement of their child/children?

Back-to-School Night and Parents' Night offer parents the opportunity to meet the teacher to discuss test results as well as individual student progress. When the standardized test and Language based tests and results are received, the parent report is sent home for parental review and conferences are scheduled as needed. Report Cards and Progress Reports outlining individual student achievement are sent home quarterly as well.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Funds will be once again utilized to provide each school with a full time Parent Liaison. They will again be utilized to provide consultants/materials for professional development workshops.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

| | Number & Percent | Description of Strategy to Retain HQ Staff |
|--|------------------|--|
| Teachers who meet the qualifications for HQT, consistent with Title II-A | 100% | <ul style="list-style-type: none"> New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. <ul style="list-style-type: none"> Professional Development District & School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement. Hiring, Retaining, Recruiting - Function of Human Resources. All |
| | | |

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

| | Number & Percent | Description of Strategy to Retain HQ Staff |
|---|------------------|--|
| | | <p>recruiting is conducted by the district's human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.</p> <p>Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends</p> |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | 0 | |
| | | |
| Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test) | 100% | District and school workshops addressing targeted needs of paraprofessionals |
| | | |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)* | 0 | |
| | | |

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

| Description of strategies to attract highly-qualified teachers to high-need schools | Individuals Responsible |
|---|-------------------------|
| If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. Monetary incentive 2. Teacher mentoring/induction program 3. Ongoing content-based professional development would be continuously available for all teachers and principals. | Principal |